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ABSTRACT

This report describes a program for improving reading abilities and attitudes for "at-risk" students. The targeted population consists of second and fourth grade classes in a low-income community. The problem of low parental involvement, lack of books in the home, low motivation, and lack of consistency among reading programs and teachers contribute to the low level of readers. Through surveys, checklists, and questionnaires it was found how the students and teachers felt about the current reading program. With these tools, a more consistent program was developed and implemented for the targeted second and fourth grade classes. After reviewing state and local reading scores, it was determined that a more efficient reading program be studied. The researchers have implemented various reading strategies in the targeted second and fourth grade classrooms to get parents involved and to best serve the needs of the students at the targeted school. Strategies included phonics, spelling, guided reading, writing, teacher read aloud, word wall activities, at home reading logs, and self selected reading as well as activities from the basal. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of five major categories of intervention: implement an all day Kindergarten, parental involvement, the availability of books, phonics, and motivation. Post intervention data indicated that there was an overall decrease in the percentage of students who would rather be doing other things than reading a book. There was a greater increase in the percentage of students who like to read. Contains 23 references, and 4 figures and a table of data. Appendixes contain student, teacher, and parent survey instruments, a W.E.B. log, word lists, a sample basic reading inventory, permission letters, and reading club forms. (Author/RS)

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IMPROVING ATTITUDES IN READING THROUGH MULTIPLE INSTRUCTIONAL STRATEGIES IN AN AT-RISK ENVIRONMENT

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ABSTRACT

This report describes a program for improving reading abilities and attitudes for "at-risk" students. The targeted population consists of second and fourth grade classes in a low-income community. The problem of low parental involvement, lack of books in the home, low motivation, and lack of consistency among reading programs and teachers contribute to the low level of readers.

Through surveys, checklists, and questionnaires it was found how the students and teachers felt about the current reading program. With these tools, a more consistent program was developed and implemented for the targeted second and fourth grade classes.

After reviewing state and local reading scores, it was determined that a more efficient reading program be studied. The researchers have implemented various reading strategies in the targeted second and fourth grade classrooms to get parents involved and to best serve the needs of the students at the targeted school. Strategies included phonics, spelling, guided reading, writing, teacher read aloud, word wall activities, at home reading logs, and self selected reading as well as activities from the basal.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of five major categories of intervention: implement an all day Kindergarten, parental involvement, the availability of books, phonics, and motivation. Post intervention data indicated that there was an overall decrease in the percentage of students who would rather be doing other things than reading a book. There was a greater increase in the percentage of students who like to read.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

Approximately half of the students in the targeted second and fourth grade classes are reading between one and two years below grade level. Evidence for the existence of the problem includes low Illinois Standard Assessment Test and local assessment scores, growing numbers of students receiving Title 1 help, high mobility rates in school, and high truancy rates. Given the prior evidence, the students in this school can be defined as at-risk.

Immediate Problem Context

The total enrollment at the targeted school is 862 students. The racial/ethnic background of the student population is 25.9% White, 27.4% Black, and 45.5% Hispanic. The low-income rate at the targeted school is 75% while there is a rate of 20% Limited English Proficient students in attendance. In addition, the mobility of students at the targeted school is at 41.8% and the chronic truancy rate is at 12.4%. These are alarming statistics considering the district as a whole has a combined chronic truancy rate of 1.9%.

The racial/ethnic background of the staff differs from that of the students. The targeted school has a staff of 83 members, which has a breakdown of 73% of the staff as White and 23% of the staff as Hispanic. Out of the staff of 83 members, nine are male and 74 are female. The average number of years experience of this staff is seven years. After surveying the staff it was

found that 17% hold an Associates Degree, 36% earned a Bachelor's Degree, 34% have received a Master's Degree, and 13% have continued past a Master's Degree.

The targeted school looks quite rundown and barren from the outside. The parking lot is cramped and limited for space. There is a lack of space for the children to play outside, so a nearby park is accessible for recess time. There is only one large nearby tree that is used as shade on a hot afternoon. This is in great contrast to the colorful and inviting hallways inside of the school. Every available space within the school has been utilized for classrooms to alleviate some of the overcrowding. While this is helpful, one can still find small groups being taught in the hallways and teachers sharing classrooms. The targeted school is a 33 year-old building that used to be a Middle School and has had numerous additions and renovations throughout the years. This has been a result of a number of heating and cooling problems within different areas in the building.

The reading program at the targeted school is not consistent throughout the building or even within grade levels. Due to these inconsistencies and low reading scores the Reading Design Team was developed to seek a model or program that would best fit the schools' needs. With such a large staff it has been a challenge to come to some sort of consensus on a reading program that would benefit the entire population at the targeted school. Currently, teachers are using a variety of materials ranging from basals and workbooks to leveled trade books. There doesn't appear to be a cohesive program from one grade level to the next.

The Surrounding Community

The targeted school's community consists of single-family homes and two large low-income apartment complexes. The school itself is located in the heart of this residential area

where gang and crime related activities are common. The parental involvement is low; therefore volunteers from surrounding communities have donated their time throughout the school.

The school district encompasses 118 square miles and consists of eight villages. There are 13 elementary schools, five middle schools, and three high schools within the school district. Within this large district the total enrollment has reached 15, 017 students.

Three referendums have been proposed to the communities of the district regarding different options to alleviate overcrowding in the schools. All have failed. Possible reasons for these failures include the unwanted tax increases and unwillingness to mix the races of students within neighboring community schools. A public relations firm has been hired by the district to help the communities work together to find a solution to the overcrowding.

National Context of the Problem

According to the Illinois School Report Card (1998-1999), third grade Illinois Standard Assessment Test reading scores indicate that 63% of the students at the targeted school are reading below standards while 38% meet or exceed the standards. The state scores in reading show 39% reading below standards and 61% reading at or above the standards. It is clear that reading levels are poor not only locally but also throughout the state and in other areas of the country. In Orange County, Florida, for example, teachers ask "What happens to the students who are past third grade and still can't read or at least can't read anywhere near grade level?" (Daley, 1999). Florida's Orange County Literacy Project has been in effect since 1994 and has increased reading levels by using a software system and literacy workshop model. This project as well as many others are being implemented and researched for the purpose of increasing the literacy of the nation's youth.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document the need for an effective reading program, student attitude surveys, student reading surveys, parent checklists, and teacher questionnaires were given. The data collected presented the researchers with attitudes about what is necessary in an effective reading programs from teachers, parents, and students. An effective reading program can be defined as a program in which students are successfully reading text at their grade level.

The researchers administered the student attitude survey to determine what the students' comfort level is when reading in the targeted second and fourth grade classrooms. The researchers administered the five-response survey to the targeted 20-second graders and 25 fourth graders in a whole group manner. A copy of the student attitude survey can be found in Appendix A. Each of the targeted classrooms were asked the by researchers to check appropriate responses to five statements regarding their reading habits. A portion of this data is presented in Figures 1 and 2.

The data in Figure 1 shows how the targeted second and fourth graders feel about reading. Fifty-two percent of the fourth graders and sixty percent of the second graders like reading a lot. Forty percent of the fourth grade class and twenty-five percent of the second grade class feel that reading is okay. The percentage of students who would rather do other things was

twelve percent for fourth grade, and fifteen percent for second grade. There is still a significant amount of students that feel that reading is just okay. The researchers hope to change some of the student's attitude by the end of the 16-week project period and increase the number of students who like to read.

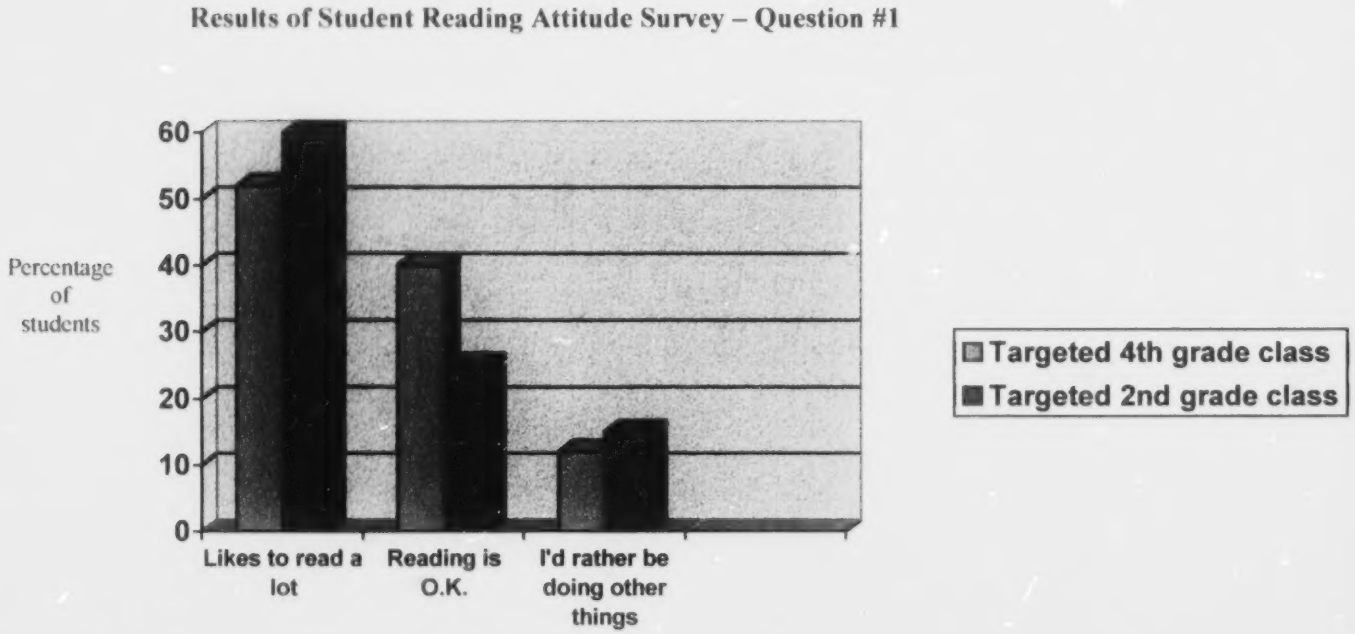

Figure 1. Targeted 2nd and 4th grade attitudes towards reading.

In Figure 2, the results of the survey show when the targeted second and fourth grade students prefer to read. Of the 20 targeted second graders, 20% prefer to read in their spare time, 15% like to read as a part of class work, 15% enjoy silent reading at school, and 50% like to read at home. Of the 25 targeted fourth graders, 4% prefer to read in their spare time, 16% enjoy reading as a part of class work, 52% like silent reading at school, and 28% prefer to read at home. The researchers feel that since the fourth grade students are reading more independently,

that they are more comfortable reading at silent reading time and thus accounting for the wide range of percentages for this question. Due to students not being able to choose a book to read at their own level, the researchers feel that this would have caused the high number of students that dislike reading as a part of class work (i.e. Social Studies text book).

Results of Reading Attitude Survey – Question #4

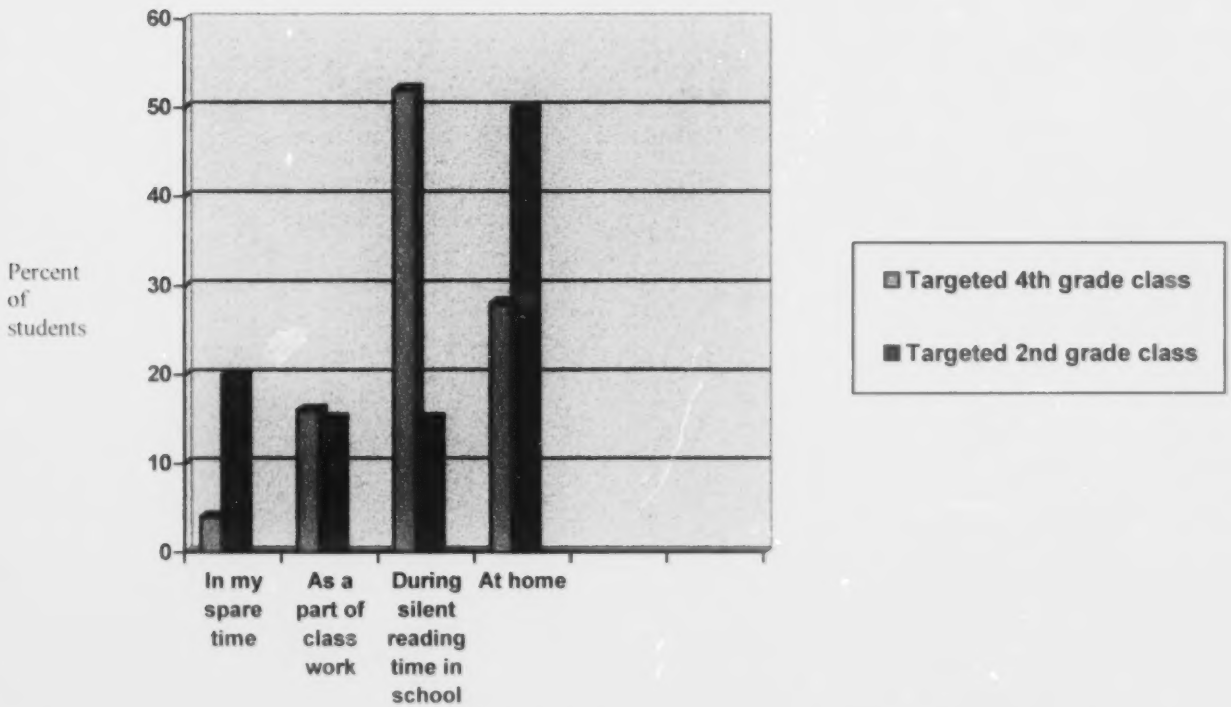

Figure 2. Targeted 2nd and 4th graders preferences of when they like to read

In question two of the Student Reading Attitude Survey the students were asked what kind of books they like to read. The top three responses for the targeted second graders were picture books, plays, and poetry respectively. The targeted fourth grade students chose fantasy, picture books, and mysteries as their top three. The researchers felt that the second graders chose picture books because they are most comfortable with this kind of book. As for poetry and

plays, these have been used as teacher read-alouds and as a part of group activities. It is probable that most of the fourth graders chose fantasy books due to the high interest in J.K. Rowling's Harry Potter series which was also used as a teacher read-aloud. A great portion of the targeted fourth graders chose picture books because of the reading levels being too difficult in other genres.

The targeted second and fourth grade classes agreed upon the top three strategies in choosing something to read. The top ranked method of choosing something to read was to read the first few pages of the reading material. Next, was to look at the front cover of a book, and lastly take the advice of a friend. This is in response to question #3 of the Student Reading Attitude Survey.

The concluding question on this reading survey asks the students how they like to read. This showed that 50% of second grade students preferred to read with friends while 30% would rather read alone. Five percent would rather read with students at the same reading level and 15% like to read with a teacher in the group. As for the fourth grade class, 32% prefer to read with friends and 48% enjoy reading alone. None of the fourth grade students like to read with students at the same reading level and 20% prefer to read with a teacher in the group. The researchers again noticed that the fourth graders like reading independently more than the second graders. Half of the second grade class seems reluctant to read books independently.

The researchers distributed a teacher questionnaire that inquired about what they felt should and should not be included in an effective reading program. All 60 teachers at the targeted school were given the reading questionnaire. Nineteen of these questionnaires were returned to the researchers. A copy of the teacher questionnaire can be found in Appendix B.

The first question asked on the Questionnaires for Teachers was, "Which components should be present in order to have a successful reading program?" The top three responses given by the teachers was: reading at instructional level, phonics, and shared reading. Other responses included such things as parent involvement, independent reading, word walls, writing, smaller group sizes, and a formal reading program. The researchers feel that any one component used in isolation is not conducive to the teaching of reading. Instead, a balance of various components that are consistently used throughout the school is more effective.

The next question asked, "Which components should not be present in a successful reading program?" The top responses included whole language used alone, basals, and spelling worksheets.

The researchers next wanted to know what are the causes for the large number of low readers within the targeted school. An overwhelming number of teachers stated that there is no reading help in the home. Also, they felt that many students were not ready for Kindergarten.

When asked for possible solutions to the targeted school's low number of readers, the teachers had expressed several possibilities with two of them standing out from the rest. Number one, a great number of teachers suggested that we find ways to get the parents more involved in their children's education. Number two, offer an all day Kindergarten program.

The student reading survey asked the children, in which areas they struggle as a reader, and in which areas they flourish as a reader. This survey allows for the students to expand more on their responses, which differs from the student attitude survey. The student reading survey was administered as a whole group activity by the researchers. A copy of this survey can be found in Appendix C.

When students were asked whether or not they like to read in school, the answers mirrored those responses that were given on the Student Reading Attitude Survey. Some of the responses from the targeted second and fourth grade classes for reasons why they like to read at school include: that it is fun, and it will help me to learn more. Some of the reasons for not enjoying reading at school are: reading is boring and some of the books are too hard. A portion of the students answered that they sometimes enjoy reading at school because sometimes they are bored and sometimes they read a fun book.

The second and fourth grade students were then asked what they liked about reading class. Some responses were: that it is fun, they like to read in their groups, and they like it when the teacher reads a story out loud in class. Some of the other responses include writing, reading a lot of books, looking at pictures and using their imagination.

Next, students were asked what was hard for them while reading. The top reason for the targeted second grade class was that the words were too long or too hard. The top reason for the targeted fourth grade class was that words were too hard to pronounce.

The fourth question on the survey asked the students to write down what good readers do. The second graders responded: sound out the words, and read the whole book. The fourth graders responded: to think about what they are reading, and a good reader reads a lot.

The students were then asked if they felt that they were reading as well as the other students in their class. The targeted second grade and fourth grade class showed 75% and 72% of the students respectively read as well as others in their class. Twenty-five percent of the second graders and 24% of the fourth graders felt that they were not reading as well as the other members of their class. One student in the fourth grade class was unsure of his standing with the other students in the class.

The parent checklist allows the researcher to gain insight as to the reading practices in the home. The researchers administered these checklists at the parent teacher conferences. This method ensured full participation from the greatest majority of parents. A copy of this checklist can be found in Appendix D. A portion of the results can be found in Table 1.

Since the researchers felt that parents need to be more involved in the reading process at home a parent survey was developed. When asked how often you read to your child at home, the fourth grade parents responded as follows: 24% reads zero to one time per week, 65% reads two to four times per week, 6% reads five to six times per week, and 6% reads seven or more times per week. The second grade parents responded similarly to the fourth grade parents. The results of the survey showed that none of the parents read zero to one time per week, 74% read two to four times per week, 21% read five to six times per week, and 6% read seven or more times per week.

The researchers also wanted to know how often does the child read to the parent in the home. Six percent of the fourth grade parents reported their children read to them zero to one time per week, 53% at two to four times per week, 35% at five to six times per week, and 6% at seven or more times per week. None of the second grade parents reported having their child read to them zero to one time per week. Forty-two percent said that their child reads to them two to four times per week, 42% at five to six times per week, and 16% at seven or more times per week. Again, the researchers believe that children should be reading more at home.

Table 1

Responses to Questions 1 and 2 of the Parent Survey

	2nd grade parents reading	4th grade parents reading	2nd grade students reading	4th grade students reading
0-1 times/week	0%	24%	0%	6%
2-4 times/week	74%	65%	42%	53%
5-6 times/week	21%	6%	42%	35%
7 or more times	6%	6%	16%	6%

The researchers also felt it was important to know how long these reading sessions were lasting in the home. When asked if the sessions were 5-10 minutes long, 41% of the fourth grade parents answered yes, while 5% of the second grade parents answered yes. Forty-seven percent of the fourth grade parents and 37% of the second grade parents say these reading periods lasted 15-20 minutes. Six percent of the fourth grade parents and 53% of the second grade parents admit to having reading sessions of 25-30 minutes. Only 6% and 5% of the fourth and second grade parents respectively indicated reading for 30 or more minutes. The researchers argue that in order for reading to improve these home reading sessions need to be at least 20 minutes.

Now that students are reading in the home, it is imperative that the reading materials are age and level appropriate. Over half of the second and fourth grade parents have only 21-30 books available for their children at home. This was indicated in question #4 of the Parent Survey. If cost of books is the problem for lack of materials a library card is a necessity. Question #5 then asks how many students have a library card. Sixty-five percent of the fourth

grade parents reported that their child has a library card and 79% of the second grade class has a library card. In conjunction with the Wonderfully Exciting Books program (W.E.B.) the researchers are requiring their students to have a library card.

Probable Causes

There are many possible reasons as to why at-risk students are not progressing in their reading. To begin with, many of these students are from low-income families with poor housing standards. Furthermore, high mobility and truancy rates are common in this setting. It is also possible that the various philosophies of reading strategies are not consistent among all teachers and therefore creating a reading program that is not uniform.

Students in low-income families are more likely to have challenges before they even leave the house. Such challenges include little or no breakfast, lack of adult supervision, poor personal hygiene, and a lack of reading materials in the home. It is apparent that some students are neglected, have a dirty ragged appearance, and eat a free school lunch as their only meal of the day according to Morris (as cited in Nicholson and Thompson, 1999). As stated by Nicholson and Thompson, these students lack not only social disadvantages, but also linguistic disadvantages. Social disadvantages include the need to complete many chores in the home, lack of quiet places to study and money for books and school materials. It also a disadvantage for these students to have an abundance of other low-income students as their peers. Linguistic disadvantages for low-income students include less knowledge of the names and sounds of the letters of the alphabet, less knowledge of books, and less knowledge of the phonemic structure of spoken words in comparison with children from middle-class homes.

High mobility rates between schools and lack of attendance in these schools are also possible reasons for low readers. Many children from low-income households attend numerous

schools in a short amount of time. This creates a lack of cohesiveness with building successful reading strategies and skills.

Teachers at various buildings have different strategies and ideas of what should be taught in a reading program, but this is also an apparent problem for teachers within the same building. Educators have different ideas of what strategies are best for the students and it becomes a cause for chaos in the reading program throughout the building. When all teachers agree on the reading materials, how they should be used and the expected results, then a successful reading program will emerge.

The benefits of an effective reading program are evident. Keeping students motivated to read may be the key factor in keeping them in school. These students can continue to be successes as they progress through each grade. A lifetime of reading is priceless.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

More than one in five school children in the United States come from families of poverty (Knapp, Turnbull, & Shields, 1990). Since most of the students attending the targeted school come from poverty-stricken families, the following studies aid in finding solutions to make better readers.

Students from culturally and linguistically diverse backgrounds, those with cultural and language or dialect different from those in the school, have a lack of school related experiences upon entering school (Blair, Heilman, & Rupley, 1998). There are two potential solutions for this dilemma. One solution is to give the students the experiences they need to deal with the tasks they face in school. The other is to modify the curriculum to meet their needs. Culturally and linguistically diverse learners differ from mainstream learners. Educators need to address this in their teaching by having students engaged a variety of cultural perspectives (Banks, 1994)

According to Manning(1993) at-risk conditions should be addressed using various approaches.

> Those programs that have proven to be most successful share seven essentials that can be incorporated into any at-risk program: comprehensive approaches; an emphasis on self-concept; high expectations; improving social skills; teachers and learners agreeing on objectives, methods, and materials; involvement of parents

> and families; and a recognition of the relationship between motivation and success. (p.135)

It is key to see that there is no one answer to the problems that the at-risk population faces, but rather several components pulled together to reach a common goal.

Implement an All Day Kindergarten

One possible solution to close the gap early in an at-risk learner's education is to implement an all day Kindergarten program. This type of program would aide in detecting and intervening in the early primary grades before troubled behavior is instilled in the child (vanRuiten, 1990). Test scores and teachers attest that enrolling high-risk students into this full-day Kindergarten program has increased reading test scores significantly. They have also found that full-day participants were retained at lower rates than half-day students were. It was understood that there wasn't to be any additional curriculum added to the Kindergarten, but merely additional time to introduce the present curriculum to the high-risk students. It is believed that all students can learn if given proper instruction and enough time (Jones, Pollock, Marockie, 1988).

Parental Involvement

Effective reading programs require various elements (Criscuolo, 1986). Criscuolo proposes that teachers should strive to have students reading independently as soon as possible. Another proposal is to get as much parental support and involvement as possible. Epstein's model (as cited in Shaver and Walls, 1998) of school and family integrates five steps of parent involvement in workshops. First, provide workshop content to assist with parenting needs. Next, provide ways for strengthening home-school relationships through consistent teacher-parent communication. Another strategy is to encourage the students to participate in these

workshops with the parents. The fourth step is to provide home training so parents can give instruction in the home. Finally, it is critical to have parents serve on committees and become a part of the decision making process.

"Strong parent involvement is not a question of 'Should we?' but rather a question of 'How should we?' Effective parent involvement programs,all of which have elements in common, positively affect school achievement across diverse populations" (Henderson, Williams, and Chavkin, 1988, as cited in Routman, 1991) Routman has compiled a list of ideas that teachers can use to get parents involved in their child's education. For starters, begin a library for parents where there is easy access to books about language learning. This is one way to clarify and expand parents understanding of language development and the language processes. Teachers can research the public or school library to find out whether they will fund, organize, and reserve space for parents. An additional idea is to utilize parent volunteers to the fullest. Parents can be used to listen to children read, to assist in journal writing, to assemble projects for teachers, or any other task the teacher deems necessary. Make sure the directions are clear so that the parents know what is expected of them. If parents are not available, contact grandparents, other relatives, or senior citizens. Another important aspect of parent involvement is letting the parents know about positive things that their child is doing in class. This permits good relations between the parent and teacher. Parents will also be more open and cooperative when there is a problem or concern at school. One way teachers can inform parents about standardized tests is to issue an actual practice test to the parents at open house in the fall. This will help the parents prepare their kids for these assessments. Once the parents have taken these tests themselves, they are not as likely to place so much emphasis on the test results for their children. It is also imperative that parents know how reading is being taught in the classroom.

The parents need to know what the philosophy of the teacher is when it comes to reading. This helps the parents when reading takes place in the home. It's also important to express to the parents the types of questions that teachers are asking so the parents can reciprocate by asking similar questions in the home after a reading selection. Writing is another important process that needs to be discussed with parents. A letter can be sent home to the parents to inform them of the writing process and how they can support their child in the home. Parents need to understand that every spelling mistake, for example, does not need to be corrected as long as there is meaning behind the piece of work. It is essential for parents to know how to select a book for their child and know how to show their child how to select a book on their own. Teachers can give recommendations for good titles in the monthly book clubs that are sent home. Teachers can also recommend favorite authors and series of books (Routman, 1991).

When parental involvement is not available, some schools resort to extending the school day for at-risk students (Engman, 1992). Students were chosen for this program, entitled On-A-Roll, based on their low standardized test scores and below average grades in reading and math. These students stayed after school for an additional 70 minutes two days a week to catch up in these academic areas. Teachers did notice a raise in grades and standardized test scores with this program in place. This program allowed for these students to utilize the computer lab as well.

The Availability of Books

It is also imperative to have available a variety of leveled books to allow students to read independently in class and encourage them to read for pleasure. In addition to a variety of leveled books, a classroom must contain a plethora of reading materials and resources. These might include paperbacks, anthologies, fiction and nonfiction works, dramas and comedies, poetry, illustrated books, "how-to" manuals, talking books, large-print books, dictionaries,

magazines, newspapers, and pamphlets. Students are more likely to think highly of these materials when they are able to pick from a wide range of options, select a book freely, and read at their own pace (Sanacore, 1997).

The students will benefit from a leveled book closet for the teachers' use. The school needs to first come up with a way to collect money for the ordering of sets of paperback books. A good start may be to check with the school's Parent Teacher Counsel for a donation. The next step may be to ask the faculty which titles they would like to see in the book closet whether it is a big book or a little book. A space within the building that is accessible to all teachers throughout the school day must be set aside. Numerous sets of plastic bins are then set on large shelving units. These plastic bins are labeled with large letters so teachers are able to easily identify the levels at which their students are reading. Small pockets are located at the front of each bin with an index card for each book that is in that bin. A teacher may then write their name along with the number of books being taken on the appropriate index card with the book's title. When the books are returned back to the bin, the teacher simply crosses their name off of the appropriate index card. To help teachers locate book titles there is an alphabetical listing of each title as well as a leveled listing of each kept in a well organized binder. (Routman, 1991).

Criscuolo finds that reading groups should be kept flexible. " If poor readers experience reading only in instructional groups where each member has similar reading problems and self perceptions, they may become unmotivated, trapped, and discouraged" (Madden, 1988, p. 196). Glasser (as cited in Madden, 1988) suggests a different type of grouping system called the learning team model. In these teams poor readers experience success by seeing other students model good reading practices. These students develop a more positive attitude about learning to read.

Phonics

Cunningham & Hall (1998) offer the following description of phonemic awareness:

> Phonemic awareness is the ability to manipulate sounds. Phonemic awareness develops through a series of stages during which children first become aware that language is made up of individual sounds, that words are made up of syllables, and that syllables are made up of phonemes. Children develop phonemic awareness as a result of exposure to oral and written language. (p.8)

Widely used activities that introduce phonemic awareness to children before entering school include nursery rhymes, chants, and Dr. Seuss books. If such activities are used in the home, students can build upon these skills by continuing to listen to and read stories in which they hear rhymes and rhyming words in the classroom. Students can connect what they have learned about letters and sounds to reading and writing. Once children realize that changing a letter in a word changes a sound in that word and thus changes the word, phonics has emerged.

" Children first need to understand the 'whole' concept of reading – that the black squiggles say something and say the same consistently, and that ideas and information can be transmitted through words that are interpreted by the reader"(Burns, 1999, p.43). Some of the early encounters with print are being read to, identifying logos, and manipulating magnetic letters. While some students experience this before they come to school, many of the at-risk students witness print for the first time in kindergarten when their teacher reads to them. Once they understand the letters of the alphabet and blend sounds, they are on their way to being a good reader (Burns, 1999). Cunningham and Hall attests that some younger readers pretend to read to a younger child or a stuffed animal and they do it with a book that they have insisted on having read to them over and over until they feel that they can "read" the book. Perhaps having

that favorite book read to them repeatedly is one way for them to show that they want to learn how to read. Another way that young children learn how to read is by reading pictures. They aren't reading the words, but rather use the pictures to tell the story.

When phonics is one of the components in a reading program it is found to be more superior to those that do not (Chall, 1983). Based on over 50 years of research, it has been found that on the average, children who are taught phonics begin to read better than those who are not. When a school decides to implement a school-wide phonics program the faculty must research and decide on a program that is designed to teach and reinforce phonics. It is necessary to examine whether phonics will be taught by extending the knowledge of already known sight words or by sounding words out. In addition it is imperative to consider how spelling will be incorporated into a program (Spiegel, 1990). Spelling programs have been broken down into two basic approaches. The first approach is the textbook approach. The primary goal of the textbook approach is to have the students learn to spell a group of words that are compiled together to focus on a particular spelling pattern. Exercises then include worksheets, dictionary use and handwriting. The second approach is the invention-based approach. The primary goal of the invention-based approach is to move children from phonetic spelling where letters represent sounds to a higher level of spelling patterns. Children will attempt to spell words based on their early knowledge of letters representing sounds and as they mature they will add a variety other strategies e.g., use of spelling rules (i before e except after c), and other resources such as dictionaries (Madrid, Terry, Greenwood, Whaley, Webber, 1998). While phonics is an integral part of a reading program, it is not the sole component. "A balanced approach of phonemic awareness, direct instruction in sound-symbol relationships, and reading in connected text seems to hold particular promise for at-risk readers"(Burns, 1999, p. 25).

Motivation

"Motivation is essential for academic success, and without motivation, teachers cannot expect much educational accomplishment" (Casteel, 1989, p. 96). There are numerous ways to motivate children to read and enjoy doing it. Teachers and parents can model good reading practices by reading aloud to students and storytelling (Zwarenstein, 1986). The classroom teacher can also consider reading incentives and contests as a way to get students to pick up books. Part of the motivational process is to teach students to set their own goals. Goal setting allows students to see their progress and self-assess. "Goals play an important role in the cultivation of self-motivation by establishing a target or personal standard by which we can evaluate or monitor our performances" (Bandura as cited in Alderman, 1990). Once our students are reading books regularly, they must have exciting ways of sharing them with others. A few of these ideas include video messages to others promoting the book, a teacher kept scrapbook for the students to browse through to select an interesting book, posters, bookmarks, displays, and word of mouth (Cooper, 1992).

Project Objectives and Processes

As a result of increased emphasis on reading processes, during the period of September 2000 to January 2001, the targeted second and fourth grade classes will improve reading skills and attitudes by teacher observation, student daily work, and increased student interest in reading through a new classroom reading program design.

In order to accomplish the objective, the following processes are necessary:

1. Implement the student survey about attitudes toward reading
2. Give a reading inventory in order to determine reading groups
3. Send home a weekly reading log for students and parents to implement
4. Implement motivational strategies i.e. W.E.B., 600 minute reading club, Charger reading club
5. Implement new reading strategies i.e. Think- Alongs
6. Have a consistent teacher read-aloud and student silent reading time

7. Implement the student survey about reading preferences
8. Implement the teacher questionnaire about successful reading programs
9. Implement the parent survey, about reading habits at home, during conferences
10. Implement phonics and word work activities

Project Action Plan

During the first two weeks of school, the researchers will implement a variety of strategies to the targeted second and fourth grade classes. Before these strategies can be put into place, the researchers need to send home a parent permission letter for student participation in this research. A copy of this letter can be found in Appendix H. Students will be introduced to a program called W.E.B. (Wonderfully Exciting Books). A copy of a W.E.B. page can be found in Appendix E. "W.E.B. helps create a community of readers. The goal is for books to become a relevant and pleasurable part of every child's life" (Routman, 1991, p.43). Everyday each student will take home their W.E.B. folder and a book to read if there are no reading materials available in the home. These books can be selected from the Media Center, classroom library, public library, a bookstore, a friend, or the home. The classroom teacher also needs to remind the students how to chose a book that is at their independent reading level. Routman defines independent reading level as recognizing 95 percent of the words used in a selection and comprehending 90 percent of the content. Students need to log every night what they read, how many pages they read, and get a parent to sign the reading log after they have read. An integral part of the W.E.B. program is parent involvement. Parents are sent a letter at the beginning of the program to introduce W.E.B. and are kept informed of their child's progress throughout the year. The teacher's goal is to check with each student at least several times per week to monitor the W.E.B. program. The teacher can interview the child briefly to check for understanding and enjoyment of book. Sometimes students share their W.E.B. books with their reading group, which motivates other students to read more books. Another step of this plan is to administer a

Student Reading Survey and a Student Reading Attitude Survey to gather information regarding students likes and dislikes about reading in school. Two other methods of gathering data include a Teacher Questionnaire and a Parent Survey to collect further information on best reading practices for at-risk students and reading habits in the home respectively. During this time, the researchers will begin issuing the High Frequency Word List and Basic Reading Inventory (BRI) to the targeted classes. A copy of the High Frequency Word List can be found in Appendix F and a copy of one example of the Basic Reading Inventory can be found in Appendix G. These assessments will be given at the start of the 15-week period and as well as the end.

Daily ongoing activities throughout the 15 week period consistent of Word Wall activities, partner/group reading, independent silent reading, teacher read aloud, phonics, writing, spelling and grammar. A copy of the Word Wall activities can be found in Appendix I. There were two reading incentive programs used in the targeted second and fourth grade classes. One program was called The Charger Reading Club sponsored by the local high school basketball team. Prizes included free passes to the boys' and girls' games, free pizzas, and T-shirts depending on the number of books read. A copy of the Charger Reading form can be found in Appendix J. The other program was entitled Great America 600-Minute Club. In this program students must read a total of 600 minutes or more in order to receive a free entrance ticket to this theme park. A copy of this form can be found in Appendix K. These activities should be present to raise motivation for reading among students.

Weekly Action Plan

Week One

- Send home parent permission letter
- Administer student and teacher surveys

Week Two – Twenty

- Students read daily with the support of parents for W.E.B. time
- On Fridays the researcher checks the W.E.B. folder for the week and returns folder to the student to continue reading through the weekend
- Implement motivational reading strategies such as Charger Reading Club and 600-Minute Reading Club
- Have a consistent teacher read aloud and student silent reading time
- Implement phonics activities and word work activities
- Implement guided reading with leveled books
- Administer parent surveys (week 9)

Week 20

- Administer student post surveys

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this project was to implement various reading strategies geared towards at-risk students and assess student attitudes towards reading in the targeted second and fourth grade classes. The implementation of reading logs and clubs, teacher read aloud, guided reading, students silent reading time, phonics and word work activities, parent and teacher surveys, and the use of pre and post student attitude surveys were selected to promote a positive and successful reading environment.

Reading logs and clubs were implemented to motivate student reading and to keep parents informed of the amount of time their child spends reading at home. Parents were asked to initial the club forms and the WEB logs daily. The teacher checked WEB folders every Friday to check progress of reading at home.

Teacher read alouds were used daily for 10-20 minutes depending upon the day. This is where students listened and participated in discussions about what was read. The teacher would model good reading strategies and kept the children riveted to the story.

The researchers found that silent reading and guided reading are two components that can be meshed together effectively during one block of time. While students are silently practicing a story or chapter at their seats, the teacher is meeting with a small group of readers at their

instructional level. The teacher works on specific strategies with the small group. Periodically if a student finished the assigned reading they were allowed to self-select a book at their level for silent reading.

Word work activities include such things as guessing the mystery word on the word wall, chanting and writing the word wall words, phonics and grammar activities, and hands-on games with words introduced through stories, vocabulary, or spelling units. These activities comprise about 20-40 minutes of every day.

Teacher surveys were distributed to gather insight as to what the faculty could do to help the struggling students at the targeted at-risk school. The researchers asked the faculty what should and should not be included in an effective reading program in an at-risk environment. A sample of this survey can be found in Appendix B.

Parents were also given a survey during parent/teacher conferences to inquire about reading practices in the home. A copy of this survey can be found in Appendix D.

Students in the targeted second and fourth grade classes were each given a pre and post student reading attitude survey and a pre and post student reading survey. The student reading attitude survey asked what kinds of reading materials they prefer to read, where they read, and how they read. A copy of this survey can be found in Appendix A. The student reading survey asked what their likes and dislikes were about reading and a sample of this survey can be found in Appendix C.

Presentation and Analysis of Results

The researchers noted that post survey results may have been affected by the high mobility rate at the targeted school. In the targeted fourth grade class three students moved away before the post data was collected and seven new students moved into the class in January. In

the targeted second grade class three students moved away before the post data was collected and four new students moved into the class.

Post Results of Student Reading Attitude Survey – Question #1

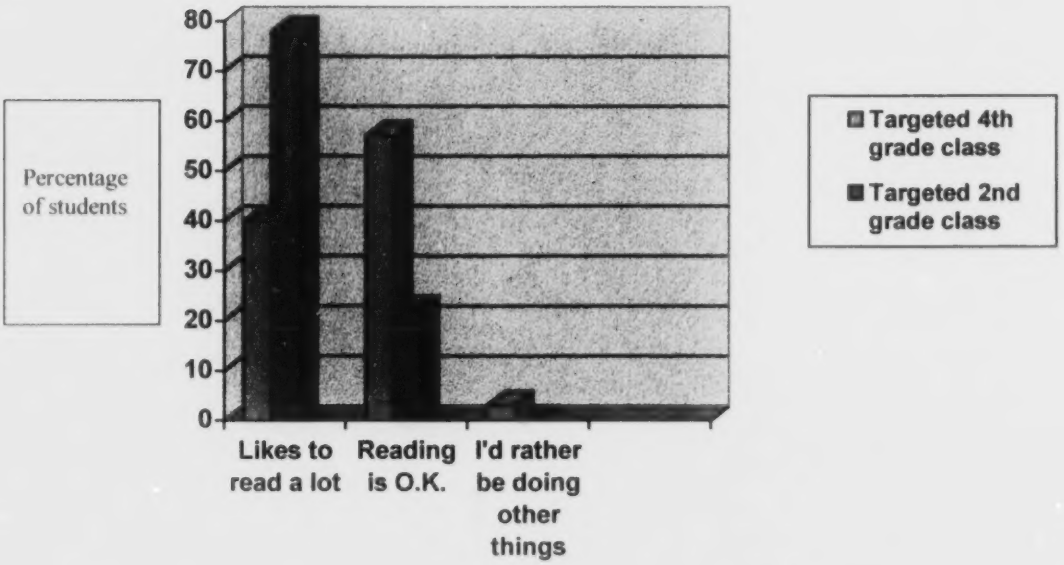

Figure 3. Targeted 2nd and 4th grade attitudes towards reading.

In Figure 3, the results of the survey showed how the students felt about reading after the various reading strategies were implemented. Of the 18 targeted second graders, 78% liked reading a lot, 22% felt that reading is O.K., and 0% would rather be doing other things. The researchers found that at the second grade level the various reading strategies had a positive effect on attitudes toward reading. There was an 18% increase in the number of students who like to read at second grade and a 15% decrease in the number of students who would rather be doing other things. The second graders who thought reading is O.K. remained at a consistent 22%. Of the 30 targeted fourth graders, 40% liked reading a lot, 57% felt that reading is O.K., and 3% would rather be doing other things. The researchers found that at the fourth grade level

the percentage of students who would rather do other things dropped by 8% while the percentage of students who felt that reading is O.K. rose 17%. The percentage of 4th grade students who like to read a lot decreased by 11%. The positive effect of the reading strategies implemented was not as great at the fourth grade level compared to the second grade level.

Post Results of Student Reading Attitude Survey – Question #4

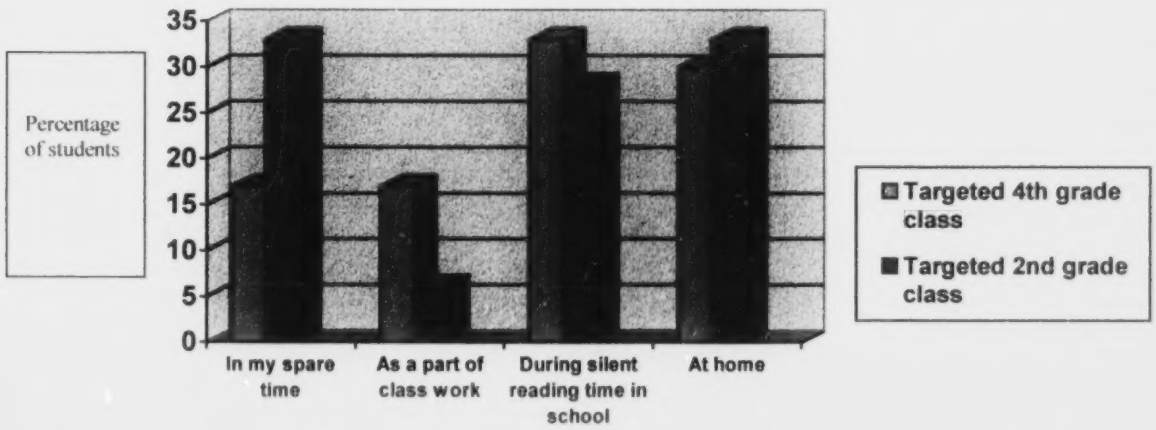

Figure 4. Targeted 2nd and 4th graders preferences of when they like to read

In Figure 4, the results of the survey showed when the students preferred to read. The researchers noted that in both the targeted 2nd and 4th grade classes there was a decrease in the categories of reading at home and during silent reading time in school. This is a result of the increase in students who prefer to read in their spare time. The graphs indicate that in both the targeted 2nd and 4th grade classes there was a thirteen percent increase in the amount of students who prefer to read in their spare time. A possible reason for this increase could be that more students are feeling confident with their reading and therefore enjoying reading more in their free time.

Conclusions and Recommendations

After review of current research on the topic of successful reading strategies in an at-risk school and analyzing data from the targeted school, the researchers designed an action plan based on the use of various reading techniques in class and at home. After reviewing the results of this project those techniques proved to be beneficial to achieve increased reading levels and improved attitudes towards reading.

The implementation of WEB logs was useful for the researchers to document the amount of reading done in the home. The WEB logs were easy to create and put into place and kept parents accountable for their child's reading at home. A majority of the students read for the required amount of time or more and returned the WEB folders on time. A small portion of students did not meet the time requirements and/or did not return the folders on time, but these students did have some participation in the program.

The researchers felt that there were successes during the Word Work part of the day, which includes word wall activities and games, phonics, and spelling. The students appeared to enjoy the hands-on activities during the word work time period, and the researchers found them to be a beneficial component to the reading program. The new spelling program added to the targeted school helped the researchers to have focused, organized lessons that transferred to reading and writing throughout the day.

The researchers recommend implementing all of the strategies used during the 16 week period although they need to be incorporated the entire year to see maximum results. It was also noted that lengthy, narrative questionnaires were least likely to be returned. A checklist or short survey is less time consuming and more apt to be returned. Overall, the researchers felt that the targeted population benefited from the various instructional strategies used in this project.

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APPENDICES

APPENDIX A

STUDENT READING ATTITUDE SURVEY

Student Reading Attitude Survey

Name _____ Date _____

Directions: Please check the one that applies to you.

- ❑ I like reading a lot.
- ❑ Reading is O.K.
- ❑ I'd rather do other things.

Directions: Please check all that apply to you.

What kind of books do you like to read?

- ❑ realistic fiction
- ❑ picture books
- ❑ poetry
- ❑ true facts
- ❑ fantasy
- ❑ folktale & fable
- ❑ myths
- ❑ mysteries
- ❑ historical fiction
- ❑ biographies (about real people)
- ❑ plays
- ❑ science fiction
- ❑ _____ _____ (other)

Directions: Please check all that apply to you.

How do you choose something to read?

- ❑ I listen to a friend
- ❑ I look to see if it's easy enough
- ❑ I look to see if it's hard enough
- ❑ I read the first few pages
- ❑ if I liked other books by that author
- ❑ I look at the front cover
- ❑ I read the back cover or jacket flap
- ❑ if it's part of a series I like
- ❑ follow my teacher's suggestion
- ❑ I look at the pictures

Directions: Please check the one that applies to you.

When do you prefer to read?

- ❑ in my spare time
- ❑ as part of my class work
- ❑ during silent reading time in school
- ❑ at home

How do you like to read?

- ❑ With friends
- ❑ By myself
- ❑ With kids who read about the same as I do
- ❑ With my teacher in the group

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

QUESTIONNAIRE FOR TEACHERS

PLEASE TAKE A MOMENT TO JOT DOWN YOUR THOUGHTS ABOUT SUCCESSFUL READING PROGRAMS FOR "AT-RISK" STUDENTS. PLEASE RETURN THIS TO JENNIFER LUPO OR DENISE BAUER BY _____

AND RECEIVE A CLASS SET OF BRAND-SPANKIN' NEW #2 PENCILS.

THANK YOU FOR YOUR TIME!

1. IN A SCHOOL SUCH AS OURS, WHICH COMPONENTS SHOULD BE PRESENT IN ORDER TO HAVE A SUCCESSFUL READING PROGRAM? (LIST 3)

2. IN A SCHOOL SUCH AS OURS, WHICH COMPONENTS SHOULD NOT BE PRESENT IN ORDER TO HAVE A SUCCESSFUL READING PROGRAM? (LIST 3)

3. WHAT DO YOU FEEL ARE THE CAUSES FOR OUR LARGE NUMBER OF LOW READERS? (LIST 3)

4. WHAT ARE SOME POSSIBLE SOLUTIONS FOR THE CAUSES YOU LISTED IN #3?

APPENDIX C

STUDENT READING SURVEY

NAME_____

STUDENT READING SURVEY

Please honestly answer the following questions about reading.

1. Do you like to read in school? (circle one)
   Yes No Sometimes

   Why or why not?_____
   _____
   _____

2. What do you like about reading class?
   _____
   _____
   _____

3. What is hard for you while reading?
   _____
   _____
   _____

4. What does a good reader do? _____
   _____
   _____

5. Are you reading as well as the other students in your class?
   (circle one) Yes No

APPENDIX D

PARENT SURVEY

Parent Survey

Please circle the appropriate response for each question.

1. How often do you read to your child at home?

   0 - 1 times per week
   2 - 4 times per week
   5 - 6 times per week
   7 or more times per week

2. How often does your child read to you at home?

   0 - 1 times per week
   2 - 4 times per week
   5 - 6 times per week
   7 or more times per week

3. On average, how long are these reading sessions?

   5 - 10 minutes
   15 - 20 minutes
   25 - 30 minutes
   30 or more minutes

4. About how many age - appropriate reading materials do you currently have in your home? (For example: children's storybooks, chapter books, etc.)

   0 - 10 books
   11 -20 books
   21 - 30 books
   More than 30 books

5. Does your child have a library card?

   Yes No

Preguntas para los Padres

Por favor circule la respuesta apropiada para cada pregunta.

1. Què tan frecuente usted le lee a su hijo en casa?

0-1 vez por semana
2-4 veces por semana
5-6 veces por semana
7 o màs veces por semana

2. Què tan frecuente su hijo le lee a usted en casa?

0-1 vez por semana
2-4 veces por semana
5-6 veces por semana
7 o màs veces por semana

3. En promedio, Cuanto duran estas sesiones de lectura?

5-10 minutos
15-20 minutos
25-30 minutos
30 o màs minutos

4. Aproximadamente, cuanto material de lectura tiene usted actualmente en casa? (libro para niños etc.....)

0-10 libros
11-20 libros
21-30 libros
màs de 30 libros

5. Su hijo/a tiene una tarjeta de la biblioteca?

Si No

APPENDIX E

WEB LOG

Wonderfully Exciting Books (W.E.B.) Log				
Date	Title	Author	Pages/Minutes	Parent Signature

APPENDIX F

HIGH FREQUENCY WORD LIST

High-Frequency Word List

Words are taken from the District Decoding Handbook

1. ☐ the
2. ☐ and
3. ☐ a
4. ☐ I
5. ☐ to
6 ☐ said
7. ☐ you
8. ☐ he
9. ☐ it
10. ☐ in
11. ☐ was
12. ☐ she
13. ☐ for
14. ☐ that
15. ☐ is
16. ☐ his
17. ☐ but
18. ☐ they
19. ☐ my
20. ☐ of
21. ☐ on
22. ☐ me
23. ☐ all
24. ☐ be
25. ☐ go
26. ☐ can
27. ☐ with
28. ☐ one
29. ☐ her
30. ☐ what
31. ☐ we
32. ☐ him
33. ☐ no
34. ☐ so
35. ☐ out
36. ☐ up
37. ☐ are
38. ☐ will
39. ☐ look
40. ☐ some
41. ☐ day
42. ☐ at
43. ☐ have
44. ☐ your
45. ☐ mother
46. ☐ come
47. ☐ not
48. ☐ like
49. ☐ then
50. ☐ get
51. ☐ when
52. ☐ thing
53. ☐ do
54. ☐ too
55. ☐ want
56. ☐ did
57. ☐ could
58. ☐ good
59. ☐ this
60. ☐ don't
61. ☐ little
62. ☐ if
63. ☐ just
64. ☐ baby
65. ☐ way
66. ☐ there
67. ☐ every
68. ☐ went
69. ☐ father
70. ☐ had
71. ☐ see
72. ☐ dog
73. ☐ home
74. ☐ down
75. ☐ got
76. ☐ would
77. ☐ time
78. ☐ love
79. ☐ walk
80. ☐ came
81. ☐ were
82. ☐ ask
83. ☐ back
84. ☐ now
85. ☐ friend
86. ☐ cry
87. ☐ oh
88. ☐ Mr.
89. ☐ bed
90. ☐ an
91. ☐ very
92. ☐ where
93. ☐ play
94. ☐ let
95. ☐ long
96. ☐ here
97. ☐ now
98. ☐ make
99. ☐ big
100. ☐ from
101. ☐ put
102. ☐ read
103. ☐ them
104. ☐ as
105. ☐ Miss
106. ☐ any
107. ☐ right
108. ☐ nice
109. ☐ other
110. ☐ well
111. ☐ old
112. ☐ night
113. ☐ may
114. ☐ about
115. ☐ new
116. ☐ know

117. ☐ help
118. ☐ grand
119. ☐ boy
120. ☐ take
121. ☐ eat
122. ☐ body
123. ☐ school
124. ☐ house
125. ☐ morning
126. ☐ yes
127. ☐ after
128. ☐ never
129. ☐ or
130. ☐ self
131. ☐ try
132. ☐ has
133. ☐ always
134. ☐ over
135. ☐ again
136. ☐ side
137. ☐ thank
138. ☐ why
139. ☐ who
140. ☐ saw
141. ☐ mom
142. ☐ kid
143. ☐ give
144. ☐ around
145. ☐ by
146. ☐ Mrs.
147. ☐ off
148. ☐ sister
149. ☐ find
150. ☐ fun
151. ☐ more
152. ☐ while
153. ☐ tell
154. ☐ sleep
155. ☐ made
156. ☐ first
157. ☐ say
158. ☐ took
159. ☐ dad
160. ☐ found
161. ☐ lady
162. ☐ soon
163. ☐ ran
164. ☐ dear
165. ☐ man
166. ☐ better
167. ☐ through
168. ☐ stop
169. ☐ still
170. ☐ fast
171. ☐ next
172. ☐ only
173. ☐ am
174. ☐ began
175. ☐ head
176. ☐ keep
177. ☐ teacher
178. ☐ sure
179. ☐ says
180. ☐ ride
181. ☐ pet
182. ☐ hurry
183. ☐ hand
184. ☐ hard
185. ☐ push
186. ☐ our
187. ☐ their
188. ☐ watch
189. ☐ because
190. ☐ door
191. ☐ us
192. ☐ should
193. ☐ room
194. ☐ pull
195. ☐ great
196. ☐ gave
197. ☐ does
198. ☐ car
199. ☐ bail
200. ☐ sat
201. ☐ stay
202. ☐ each
203. ☐ ever
204. ☐ until
205. ☐ shout
206. ☐ mama
207. ☐ use
208. ☐ turn
209. ☐ thought
210. ☐ papa
211. ☐ lot
212. ☐ blue
213. ☐ bath
214. ☐ mean
215. ☐ sit
216. ☐ together
217. ☐ best
218. ☐ brother
219. ☐ feel
220. ☐ floor
221. ☐ wait
222. ☐ tomorrow
223. ☐ surprise
224. ☐ shop
225. ☐ run
226. ☐ own

pre post

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APPENDIX G

SAMPLE BASIC READING INVENTORY

The Hungry Bear

The bees had been making honey all day long. At night it was cool and damp. I had slept well until I heard a loud noise near my window. It sounded as if someone were trying to break into my cabin. As I moved from my cot, I could see something black standing near the window. In fright I knocked on the window. Very slowly and quietly the great shadow moved back and went away. The next day we found bear tracks. The bear had come for the honey that the bees were making in the attic of the cabin.

Student Copy is on page 124.
Background: Low ⊢——+——⊣ High

The Hungry Bear

The bees had been making honey all day long. At night it was cool and damp. I had slept well until I heard a loud noise near my window. It sounded as if someone were trying to break into my cabin. As I moved from my cot, I could see something black standing near the window. In fright I knocked on the window. Very slowly and quietly the great shadow moved back and went away. The next day we found bear tracks. The bear had come for the honey that the bees were making in the attic of the cabin.

Total Miscues ☐ Significant Miscues ☐

Questions Missed ☐

A 3183 (Grade 3) Activating Background: Read the title to yourself; then tell me what you think will happen.

T 1. ___ What is this story about?
(a bear trying to get honey; being scared)

F 2. ___ What had the bees been doing during the day?
(making honey)

F 3. ___ Where were the bees making honey?
(in the attic of the cabin)

F 4. ___ Who or what woke the person in this story?
(a bear; a loud noise at the window)

F 5. ___ What was near the window?
(blackness; a shadow; a bear)

F 6. ___ What was found the next day?
(bear tracks)

I 7. ___ How did the person probably feel the next day? Why?
(any logical response; relieved; frightened)

I 8. ___ Why do you think the bear walked away?
(any logical response; it heard the knock)

E 9. ___ What might you do to keep the bear away?
(any logical response; remove the honey)

V 10. ___ What is an "attic"?
(a place way upstairs in your house where you put junk and stuff)

Word Recognition Scoring Guide		
Total Miscues	Level	Significant Miscues
0–1	Independent	0–1
2–4	Ind./Inst.	2
5	Instructional	3
6–9	Inst./Frust.	4
10+	Frustration	5+

Retelling
Excellent
Satisfactory
Unsatisfactory

WPM

⌋6000

Comprehension Scoring Guide	
Questions Missed	Level
0–1	Independent
1½–2	Ind./Inst.
2½	Instructional
3–4½	Inst./Frust.
5+	Frustration

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APPENDIX H

PERMISSION TO PARTICIPATE PARENT LETTER

Saint Xavier University
Consent to Participate in a Research Study
Field-Based Master's Program

Dear Parents:

I am currently enrolled in a master's degree program through Saint Xavier University and Skylight Professional Development. As part of the graduation requirements, ! am involved in an action research project. My project deals with finding a successful reading program for students at . During the first 20 weeks of the school year, I will be implementing a variety of reading strategies and activities that will benefit your child's classroom experience. Any information used will be strictly confidential, and participation in this research is completely voluntary.

I am looking forward to working with your child! If you have any questions, feel free to contact me at Perry. Thank you for your support.

Please check yes or no, sign, date, and return the bottom portion of this letter by _____.

Sincerely,

Miss Bauer

_____Yes, my child _____ has my permission to participate in the action research project.

_____No, my child _____ does not have my permission to participate in the action research project.

_____ _____
parent signature date

Saint Xavier University
Consent to Participate in a Research Study
Field-Based Master's Program

Dear Parents:

I am currently enrolled in a master's degree program through Saint Xavier University and Skylight Professional Development. As part of the graduation requirements, I am involved in an action research project. My project deals with finding a successful reading program for students at . During the first 20 weeks of the school year, I will be implementing a variety of reading strategies and activities that will benefit your child's classroom experience. Any information used will be strictly confidential, and participation in this research is completely voluntary.

I am looking forward to working with your child! If you have any questions, feel free to contact me at Perry. Thank you for your support.

Please check yes or no, sign, date, and return the bottom portion of this letter by _____.

Sincerely,

Mrs. Lupo

Mrs. Lupo

_____Yes, my child _____ has my permission to participate in the action research project.

_____No, my child _____ does not have my permission to participate in the action research project.

_____ _____
parent signature date

Universidad Saint Xavier
Consentimento para un estudio de investigacion
Programa base de Maestria

Estimados Padres:

Estoy actualmente en una programa para obtener mi grado de maestria atraves de la Universidad Saint Xavier y el programa de desarrollo profesional Skylight.

Como parte de los requisitos de mi graduación, estoy participando en un proyecto de investigación. Mi proyecto trata de encontrar un programa exitoso para los alumnos de la escuela .Durante las primeras 20 semanas de el año escolar Implementare una variedad de estrategias de lectura y actividades que le beneficiara a su hijo/a en la experiencia del salón de clase. Cualquier informacion se usada será estrictamente confidencial y la participación es para este estudio es completamente voluntaria.

Estoy muy ansiosa de trabajar con su hijo/a ! Si tiene alguna pregunta, sientase libre de ponerse en contacto conmigo en la escuela Perry. Gracias por su apoyo.

Por favor marque si o no, firme y ponga la fecha , regrese la parte de abajo para el Viernes 22 de Septiembre.

Sinceramente

Mrs. Lupo

Sra. Lupo

++

_____Si, mi hijo/a_____tiene permiso para paticipar en este proyecto de investigación de acción.

_____No, mi hijo/a_____no tiene permiso para participar en este proyecto de investigación de acción.

_____ _____

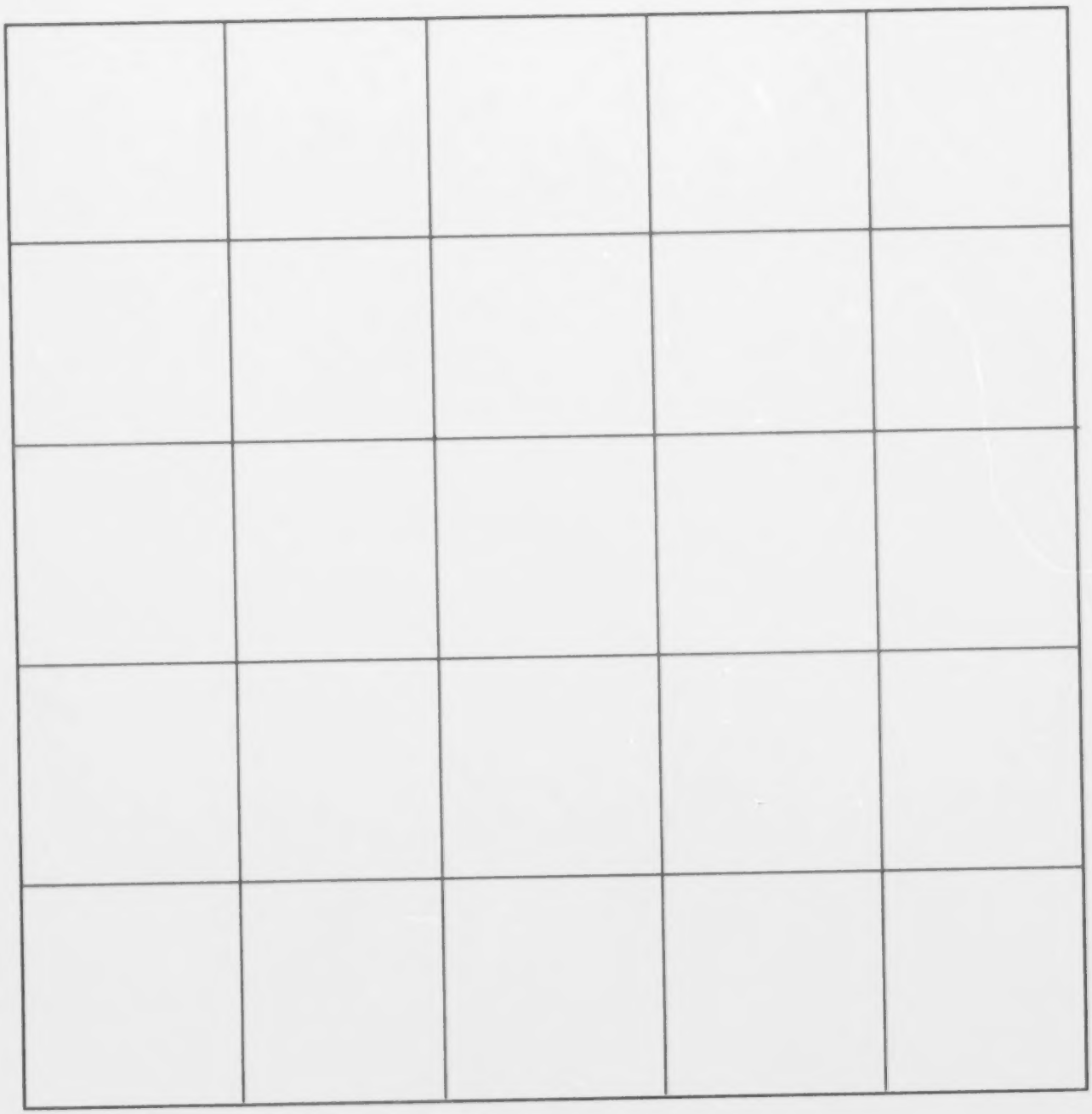
firma del padre fecha

APPENDIX I

WORDO

Name _____ 46

Wordo



APPENDIX J

CHARGER READING CLUB FORM

CHARGER READING CLUB FORM

Name Grade

School Teacher

BOOKS READ

Title	Author
1.	
2.	
3.	
4.	
5.	

Student signature_____

Parent signature _____

Teacher signature _____

Principal signature_____

APPENDIX K

600-MINUTE READING CLUB FORMS

★ REDEMPTION DATES: JUNE 16 TO AUGUST 5, 2001 ONLY ★ REDEMPTION

DEAR FAMILY

Here's how your student can become a winner in the 600-Minute Reading Club and receive a free admission to a Six Flags Theme Park:

Congratulations from Six Flags Theme Parks! Your child is on the way to becoming a winner in the Read To Succeed® 600-Minute Reading Club™. If your child reads for fun for 600 minutes, or ten hours, and returns his or her reading tally sheet(s) to the teacher by the date written in below, he or she will earn one free admission to a Six Flags Theme Park! The 600-Minute Reading Club is absolutely free — there are no obligations, except to read!

Have your child use the special Read To Succeed tally sheet to write down what he or she has read and the amount of time spent reading. **Reading to complete school assignments does not count toward the 600 minutes.** But your child can read to him/herself, read to someone else, or have someone read to him or her. When your child completes 600 minutes of reading, sign the tally sheet(s). Have your child return the tally sheet(s) to the teacher by the date written in below. Free admission coupons will be distributed to students at their school before the end of the school year.

Here is some important information to remember:

1. Your child must be in grades K-6 (pre-K not included) and need to be in a school receiving the Read To Succeed program.
2. The free admission coupon cannot be replaced if it is lost or destroyed.
3. Your child's free admission coupon must be used between **JUNE 16 AND AUGUST 5, 2001 ONLY**. (No other dates will be allowed.) Free admission coupons are not valid on Saturday during the redemption period at Six Flags Over Georgia. Coupons are NOT valid at Six Flags safari or water parks
4. The free admission coupon is your child's and will admit only him or her. It is invalid if it is sold or given away to another person.

SixFlags

READ To Succeed

Return your tally sheet(s) to the teacher by:

March 5th 2001

(date to be filled in by Reading Club Coordinator)

See Mrs Parman for details.

★ REDEMPTION DATES: JUNE 16 TO AUGUST 5, 2001 ONLY ★ REDEMPTION

★ JUNE 16 TO AUGUST 5, 2001 ONLY ★ REDEMPTION DATES: JUNE 16 TO AUGUST 5, 2001 ONLY ★

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600-Minute Reading Club is a registered trademark of Six Flags Theme Parks Inc.

• • • 600-Minute Reading Club Student Tally Sheet • • •

Turn in these tally sheets to your teacher by: March 5th, 2001
(date to be filled in by Reading Club Coordinator)

1 Spend at least 600 minutes, or ten hours, reading just for fun. Reading to complete school assignments does not count! But reading for this Club does include reading to yourself, reading to someone else, or having someone else read to you.

2 Use this tally sheet to list the time you spend reading and to keep track of the books, magazines, and other things you read. Have your teacher or parent initial every time you read, as proof that you have done the reading. If you need more space, attach extra tally sheets.

3 Once you have done 600 minutes of reading, have your parents sign your tally sheet(s). Turn your tally sheet(s) in to your teacher by the date shown above in order to qualify for your free admission to a Six Flags Theme Park.

DATE	NAME OF BOOK, MAGAZINE, OR NEWSPAPER	MINUTES OF READING	TEACHER/PARENT INITIALS

Student's full name_____ Address_____ Grade _____

School's full name_____ Total minutes _____

FOR THE PARENT:

I certify that this student has completed 600 minutes of reading for recreation. I am aware that the student free admission coupon is valid only from

JUNE 16 - AUGUST 5, 2001 ONLY.

(Free admission coupons are not valid on Saturday during the redemption period at Six Flags Over Georgia. Coupons are **not** valid at Six Flags safari or water parks.)

Parent's Signature_____

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★ REDEMPTION DATES: JUNE 16 TO AUGUST 5, 2001 ONLY ★ REDEMPTION

ESTIMADA FAMILIA

Aquí encontrará la forma en que su hijo(a) puede ser Ganador(a) participando en el Club de Lectura de 600 Minutos y que reciba admisión grátis al Six Flags Theme Park

¡Felicitaciones del Parque Six Flags (Six Flags Theme Park)! Su hijo(a) ya va en camino a ser ganador(a) en el concurso de LEER Y TRIUNFAR del Club de Lectura de 600 Minutos (600-Minute Reading Club). Si sus hijos leen para diversión por 600 minutos, o diez horas, y devuelve sus hojas antes de la fecha abajo anotada, ganarán admisión gratis para una persona a cualquiera de los parques de Six Flags (Six Flags Theme Park). El Club de Lectura de 600 Minutos es gratis – no hay otras obligaciones más que leer.

Usen la hoja especial adjunta para marcar lo que ha leido, y el tiempo que duro leyendo. Leyendo para completar las tareas no cuenta para completar los 600 minutos, pero puede leer a solas, leerle a otra persona o que otra persona le lea. Cuando complete los 600 minutos y todo está correctamente apuntado en las hojas especiales, firmen las hojas afirmando que leyeron los 600 minutos y regrese la hoja a la maestra antes de la fecha abajo indicada. Se repartirán los boletos a cada estudiante que participó antes del fin del año escolar.

Es importante que recuerden la siguiente información:

1. **Deben estar en los grados de K-6 (pre-escolar no están incluidos) y en una escuela que participa en el program de Leer y Triunfar.**

2. **Si pierde su boleto o si está destruido no se le dará otro.**

3. **Tiene que usar el boleto de admisión gratis durante la temporada del 16 DE JUNIO AL 5 DE AGOSTO 2001. (Ninguna otra fecha será permitida.)** Estos boletos gratis no son válidos en los sabados durante este periodo en el parque de Six Flags Over Georgi Ningun boleto será válido en los parques de safari o del agua de Six Flags.

SixFlags

READ to Succeed

4. **El boleto es de su hijo(a) y nadien mas será admitido con ese boleto.** Es inválido si se vende o se regala a otra persona.

Devuelva su(s) hoja(s) a la maestra antes del 5 de marzo

★ REDEMPTION DATES: JUNE 16 TO AUGUST 5, 2001 ONLY ★ ★ REDEMPTION

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* * Club de Lectura de 600 Minutos – Hoja Para Archivar* * *

Devuelvan estas hojas a sus maestras antes del 5 de marzo.

1. Dediquen por lo menos 600 minutos, o diez horas, leyendo para su diversión. *La lectura para sus tareas no cuenta para los 600 minutos!* Leyendo para este Club incluye leyendo individualmente, leyendo para otros o que les lean.

2. Usen esta hoja para apuntar el tiempo que duró leyendo y para apuntar los libros, revistas, artículos u otras cosas que ha leido. Pidale a su maestra, sus padres o guardianes que pongan sus iniciales donde está indicado cada vez que termine de leer cualquier cosa, comprobando que terminó de leer y el tiempo que tomó. Use cuantas hojas que sean necesarias para apuntar la información.

3. Al terminar los 600 Minutos de lectura, que sus padres firmen en la parte indicada de cada hoja. Devuelva la(s) hoja(s) antes de la fecha indicada para ver si califican por la admisión gratis al Six Flags Parque de Atracciones.

Fecha	Nombre de Libro, Revista O Periodico	Minutos Leyendo	Iniciales de Maestra, Padres/Guardianes

Nombre de Estudiante: _____ Dirección _____

Nombre de Escuela _____ Grado: _____ Minutos Leidos: _____

Para Padre/Guardian:

Yo certifico que este estudiante ha completado 600 minutos de lectura como recreación. Estoy consciente de que el boleto de admisión gratis es válido **unicamente durante el 16 de Junio al 5 de Agosto de 2001.** (Los boletos de admisión gratis no son válidos en Sabado durante este periodo en el Six Flags Over Georgia. Boletos no son válidos en los parques de Safari o de Agua de Six Flags)

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Firma de Padre/Guardian: _____

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